

**Course:** *Health IV*  
**Unit #:** *3- Social and Sexual Health*

**Year of Implementation:** 2023-2024

**Curriculum Team Members:** *Jessica Kotelnicki* [jkotelnicki@lrhsd.org](mailto:jkotelnicki@lrhsd.org) and *Patrick Mehigan* [pmehigan@lrhsd.org](mailto:pmehigan@lrhsd.org)

## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
    - 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
    - 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
    - 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). •
    - 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
    - 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
    - 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
    - 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness
    - 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

- 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
- **Career Readiness, Life Literacies, and Key Skills NJSLs**
  - 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
  - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
  - 9.4.2.CI.2: Demonstrate originality and inventiveness in work
  - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
  - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
  - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
  - 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
  - 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
  - 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
  - 9.4.2.CT.3: Use a variety of types of thinking to solve problems
  - 9.4.2.DC.1: Explain differences between ownership and sharing of information.
  - 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
  - 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-C>
- **Interdisciplinary Content Standards**
  - 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
  - 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement)
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Sexting: N.J.S.A. 18A:35-4.32 It is imperative that students understand at a young age the severity of sending sexually explicit text messages and the impact that these actions have on the students themselves, their victims, and the community and that they receive instruction on how and why to refrain from this very dangerous behavior.

Dating Violence Education (N.J.S.A. 18A: 35-4.23a) Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district’s implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Incorporation of Age Appropriate Instruction Relative to Consent for Physical Contact and Sexual Activity (NJSA 18A:35-4.38) A school district shall incorporate age-appropriate instruction in grades six through 12 on the law and

meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Sexual Abuse and Assault Awareness and Prevention (NJSA 18A:35-4.5a) Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such programs shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

LGBT and Disabilities Law: (N.J.S.A. 18A:35-4.35) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

Drug and Alcohol Education N.J.S.A. 18A:40A-1 Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological and legal effects on the individual, the family and society shall be

taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education pursuant to section 2 of this act, and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject

Harassment, Intimidation, and Bullying in School Settings (18A:37-13.1) School districts and their students, parents, teachers, principals, other school staff, and board of education members would benefit by the establishment of clearer standards on what constitutes harassment, intimidation, and bullying, and clearer standards on how to prevent, report, investigate, and respond to incidents of harassment, intimidation, and bullying

Health Curriculum to include Instruction on Mental Health (NJSA 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1).

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to make healthy decisions, communicate and interact with others efficiently and be able to form meaningful relationships with others in healthy, appropriate ways.

**As aligned with LRHSD Long Term Learning Goal(s):**

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve “real world” health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness

Enduring Understandings

Students will understand that. . .

*EU 1*

- feelings about oneself, their identities, and sexual orientation can be influenced positively and negatively by a variety of factors.

Essential Questions

*EU 1*

- What entails gender identity and sexual orientation?
- What are some political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people?
- What are some of the current public discussions/debate about gender and identity?

*EU 2*

- alcohol and drug use negatively impact one's life physically, emotionally, socially, financially, and interpersonally.

*EU 3*

- healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

- How can we practice tolerance in various situations?
- How does bullying affect an individual's well-being?

*EU 2*

- What role does alcohol play in our society?
- What impact may the legalization of marijuana have on society?
- How has opioid use impacted our community?
- What impact does drug use have on oneself?

*EU 3*

- What do healthy and unhealthy relationships look like?
- How does domestic violence present itself?
- What is consent in a sexual relationship look like?
- What are different ways we communicate with each other?
- How does social media and cell phone use play in our relationships?

Knowledge

*Students will know . . .*

*EU 1*

- the difference between biological sex and gender. (2.1.12.SSH.1) ( 2.1.12.SSH.3)
- the different sexualities and sexual orientations. (2.1.12.SSH.1) ( 2.1.12.SSH.3)
- the different types of influential social media platforms. (2.1.12.SSH.1)
- the location of suicide hotlines. (2.1.12.SSH.1)

Skills

*Students will be able to . . .*

*EU 1*

- respectfully discuss current public debate about sex and gender identity. (2.1.12.SSH.1) (2.1.12.SSH.3)
- promote tolerance, respect, and acceptance for all students. (2.1.12.SSH.1) (2.1.12.SSH.3)
- analyze the impact social media has on our society. (2.1.12.SSH.1)
- identify and implement suicide/bullying prevention strategies. (2.1.12.SSH.3)

*EU 2*

- the effects of alcohol and drugs on our body, decisions, and relationships. (2.3.12.ATD.1)
- current marijuana laws. (2.3.12.DSDT.3)
- the effects of opioid use on our body, decisions, and relationships. (2.3.12.ATD.1)

*EU 3*

- various communication styles (passive, assertive, aggressive). (2.1.12.SSH.9)
- domestic violence laws and hotlines/resources and sexual abuse and assault awareness resources. (2.1.12.SSH.9)
- consent laws and dating violence issues. (2.1.12.SSH.5) (2.1.12.SSH.10)
- components of bullying and the schools policies and resources regarding bullying. (2.1.12.SSH.2)
- consequences of sexting. (2.1.12.SSH.2)

*EU 2*

- identify and discuss ways alcohol and drugs impact all aspects of our life. (2.3.12.ATD.1)
- compare and contrast the effects of legalized marijuana has had on other states who have previously legalized marijuana use. (2.3.12.DSDT.3)
- identify and discuss ways in which opioid use has impacted our society. (2.3.12.ATD.1)

*EU 3*

- compare and contrast the various communication styles. (2.1.12.SSH.9)
- Identify ways to get help in domestic violent relationships as well as sexual abuse and sexual assault awareness. (2.1.12.SSH.9)
- demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. (2.1.12.SSH.5) (2.1.12.SSH.10)
- Initiate anti-bullying strategies and post and contact appropriate school resources regarding anti bullying programs. (2.1.12.SSH.2)
- develop skills to resist sexting and improper cell phone use. (2.1.12.SSH.2)

**Stage Two - Assessment**

**Stage Three - Instruction**



**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

For example:

- Define tolerance and respect and examine how important they are when discussing current debates about gender and sex. **(A, EU 1)**
- Make a list and define various sexualities and sexual orientations. **(A, EU 1)**
- Investigate current marijuana laws. **(A, EU 2)**
- List ways in which alcohol and drugs negatively impact an individual. **(A, EU 2)**
- **List different communication styles and their effectiveness. (A, EU 3)**
- **List active listening strategies. (A, EU 3)**
- Determine age of consent and consent laws. **(A, EU 3)**
- Investigate what the state and local laws are regarding domestic violence. **(A, EU 3)**
- **Compare and contrast the various social media platforms and their influence. (M, EU 1)**
- **Compare and contrast biological sex and sexual identity. (M, EU 1)**
- Compare and contrast state statistics on crime/driving/use etc before and after legalization of marijuana. **(M, EU 2)**
- Determine how impactful opioid use has been on your community and our country. **(T, EU 2)**
- Post in your classroom domestic violence hotlines and resources. **(T, EU 3)**
- **Practice communicating and listening strategies with peers. (T, EU 3)**

## Pacing Guide

| <b>Unit #</b> | <b>Title of Unit</b>        | <b>Approximate # of teaching days</b> |
|---------------|-----------------------------|---------------------------------------|
| 1             | Reproductive Health         | 30                                    |
| 2             | Emotional and Mental Health | 30                                    |
| 3             | Social and Sexual Health    | 30                                    |
|               |                             |                                       |

### **Instructional Materials**

*Chromebooks*  
*Projector*  
*Projector Speaker*  
*Journals/Notebooks*  
*McGraw Hill "Glencoe Health" Textbooks*  
*The goodheart-Willcox Company, Inc. "Comprehensive Health" Textbook*  
*Teachers Toolbox School Health Education from SHAPE America*

## Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.